

Information for schools regarding CapeUK's 'Challenge to Yorkshire and Humber Schools Scheme'



Overview:

CapeUK, working with the 15 local authorities across Yorkshire and the Humber, is offering an exciting opportunity for all schools across Yorkshire and Humber to engage with us on a flagship programme to develop practice to **close the gap** and **improve attitudes to learning**.

Our strategic contribution to the work on **'The Challenge to Schools in Yorkshire and Humber'** by investing **£10,000 each, in up to 25 schools** who are interested in using **Arts and Creativity** to improve teaching and learning and the progress of their pupils. This will identify and develop a key member of your staff as a **Specialist Leader in Cultural Learning (SLiCL)** who will drive a bespoke intervention focused on closing the gap in Literacy and/or improving attitudes to learning and engagement in conjunction with a **partner from the Arts and Cultural sector**.

Whilst the bespoke intervention is unique to your school, it will be informed by an overarching strategy developed by the SLiCLs across the network of 25 schools, and encompass a common set of ingredients. In this way we will nurture a sense of mutual support and development. As part of this programme you will also be supported to connect with the wider cultural infrastructure within your locality and within the region. This will include utilising local library and museum services to contribute to development.

Process timetable:

Marketing Schools: October – December

- Marketing and advertising including press releases/emails to schools, visits and face to face meetings, promotion through our events, via LA targeting etc.
- **Application form template to go live on 23 October via CapeUK website. Schools who are interested in making use of this opportunity must submit their application by Friday 9th January**

Recruitment of 25 Schools: January – February

- Selection process including visits to interested schools

Induction/Development – March

- Successful schools will be notified and nominated staff SLiCL undertake training including;
- 1 day Induction
- 1 day CPD exploring school based research methodology

Identification and selection of appropriate Arts and Cultural partners – November - April

- CapeUK, will identify and develop a bank of appropriate arts and cultural organisations to work in partnership developing and implementing intervention.
- Practitioner/organisation will be contracted for 28 days work over an academic year (including development)

Identification and development of intervention: April – July

- Schools will be supported by CapeUK to identify an appropriate arts and cultural partner.

- The school, arts and cultural partner will then work towards framing an enquiry and organise timescale/milestones etc.

CPD – July

- 2 days SLiCL and Artiste together exploring pedagogical approaches such as Mutual Learning Triangle, teaching for Creativity etc

Programme launch – September 2015

- 25 days' worth of practitioner time to work alongside staff in school

School Criteria

- Schools must cater for pupils in Key stage 1, 2, 3 or 4.
- **Have the capacity to contribute £5K match funding.** (Possibly from pupil premium funding).
- Capacity within school for senior leader/SLE to act as SLiCL who will drive intervention forward.
- School should have ever 6 FSM of >40%.
- Commit to working with arts and culture as a mechanism for school improvement.
- Support the framing of interventions as school based research
- Identify clear areas for intervention, focused on aspects that will have greatest impact on closing the gap/raising motivation and engagement.
- Work in collaboration with LA/CapeUK to ensure robust mechanisms of quality assurance and monitoring are in place.
- Ensure outcomes are measurable.
- Ensure developments are sustainable.
- Are in some way 'vulnerable' with regards to their next Ofsted inspection.
- The school is part of a network, alliance, pyramid or academy chain.

SLiCL Person Specification

- Ability to build relationships with arts and cultural organisations
- Experience of developing school based research.
- Experience of offering guidance and training to teachers (including trainees) on creative approaches to learning and/or teaching for creativity
- Some experience of brokering partnerships with high quality arts and cultural practitioners
- Ability to offer quality coaching and mentoring to enhance trainees' and colleagues understanding of arts and cultural learning
- Experience of delivering CPD
- Hold a strong vision of how collaboration with the arts and cultural sector, combined with a focus on creative approaches to curriculum and pedagogy, might improve the learning outcomes for pupils
- Have a broad based knowledge of the new curriculum for 2014 and are able to discuss the current educational landscape with external partners
- Have the ability to influence the thinking and practice of colleagues and other stakeholders across the school community.
- Have experience of embedding strategic approaches

Schools will also be supported to:

- Use Artsmark as an auditing tool and as a basis for development/improvement planning.
- Explore how collaboration with an arts partner can enhance attitudes to learning, behaviour and attendance by embedding the Arts award as a framework for teaching and learning.

For more information please contact:

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To assist your assessment of this proposal we have gathered together some of the research evidence here which reflects the positive impact of engaging with arts and culture in learning and teaching

Cultural Learning Alliance/Arts Council Evidence (2014)

Using only evidence from cohort studies with large sample sizes (typically 12,000) and research with control groups we can emphatically say there are instrumental outcomes which cultural learning delivers.

- Taking part in drama and library activities improves attainment in literacy.
- Taking part in structured music activities improves attainment in maths, early language acquisition and early literacy.
- Schools that integrate the arts across the curriculum in the US have shown consistently higher average reading and maths scores compared to similar schools who do not.
- Participation in structured arts activities increase cognitive abilities.
- Students who take part in arts activities in school, from low income families are 3 times more likely to get a degree than similar students who do not participate in arts activities.
- Employability of students who study arts subjects is higher and they are more likely to stay in employment
- Students who engage in the arts at school are twice as likely to volunteer and are 20% more likely to vote as young adults

NFER review of Creative Partnerships Programme (2011)

- Young people who have attended Creative Partnerships activities made, on average the equivalent of 2.5 grades better progress in GCSE
- Creative Partnerships was shown to be associated with an educationally significant reduction in total absence rates in primary schools
- Better than expected progress was made in pupils literacy development in a statically significant number of schools who engaged in Creative Partnerships

Individual pieces of research.

- Role of the arts in improving literacy and numeracy, and reducing the attainment gap in a number of instances, research cited within the studies also highlights more specific findings related to improvements in literacy and numeracy and correlates these with learner participation in certain art forms. For example, Critical Links: Learning in the Arts and Student Academic and Social Development, (Deasy, 2002) and the study Can Music Be Used to Teach Reading? (Butzlaff, 2000), investigated the relationship between music instruction and performance in reading. The study found that “the meta-analysis of the correlational studies demonstrated a strong and reliable association between music instruction and standardised measures of reading ability”.

- The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies (Catterall et al, 2012), found that “in-school or extra-curricular programmes offering deep arts involvement may help to narrow the gap in achievement levels among youth of high versus low-SES”, while in Champions of Change: The Impact of the Arts on Learning, Fiske (1999) reported that the arts “help level the educational playing field for disadvantaged students”
- John Hattie (2009) in his book Visible Learning states that analysis from over 150 pieces of research suggests that participating in programmes of creativity can have a 0.65 impact on achievement, within the context that 0.5 represents 1 whole grade of improvement



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